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ABSTRACT

Learning activities intended to supplement regular curriculum on Latin American studies at all grade levels are presented. Developed by 60 elementary, secondary, and college level teachers with the cooperation of 35 Latin Americanists at a cross-cultural seminar, the activities were generated with two key objectives in mind--(1) to expand and improve teacher training in Latin American studies, and (2) to develop curriculum materials. The activities are intended to be used by teachers in the form in which they are presented and/or to serve as models to teachers as they develop similar or related activities. Activities include working with rhymes and songs (analyzing, singing, clapping, and performing puppet shows based on certain songs), reciting and translating poetry, analyzing signs and symbols, simulating life in a Latin American market place, discussing Latin American family life, analyzing cartoons, and discussing political issues in class. Many of the activities are presented in both Spanish and English languages. For each activity, information is presented on background, suggested grade level, procedures, objectives, and materials. (DB)

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ODDS AND ENDS: INSTRUCTIONAL MATERIALS

DEVELOPED AT THE FIRST NATIONAL SEMINAR ON THE TEACHING OF LATIN AMERICAN STUDIES

LATIN AMERICAN STUDIES ASSOCIATION

1977

SO 013 361

ODDS AND ENDS

Instructional Materials Developed at the
First National Seminar
on the Teaching of Latin American Studies

by

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A NATIONAL SEMINAR PUBLICATION

LATIN AMERICAN STUDIES ASSOCIATION

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Gainesville, Florida

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INTRODUCTION

In the summer of 1975, the commitment of the Latin American Studies Association to the teaching of cross-cultural studies took tangible form in the First National Seminar on the teaching of Latin American Studies. Participants included teachers from elementary, middle, junior high, senior high schools, community colleges, and universities. These sixty master teachers joined a faculty of thirty-five Latin Americanists and professional educators for an intensive two weeks on the University of New Mexico campus at Albuquerque.

The value of cross-cultural studies and the need to expand and improve the teaching of Latin American Studies prompted the Seminar to concentrate on two key problems: teacher training and the development of curriculum materials.

Such an emphasis was designed to extend the work of the Seminar well beyond the Albuquerque group and its two week program. Through in-service workshops and conferences conducted by participants and the publication of materials developed at the Seminar, other teachers share its results, The Beat Goes On.

ODDS AND ENDS contains learning activities developed by Seminar participants. Albuquerque faculty emphasized the need for instructional materials to supplement regular classwork, activities of not more than ten or fifteen minutes duration time, that would underscore and illustrate classwork graphically.

Like its counterpart, IT'S THE IMAGE THAT COUNTS, ODDS AND ENDS is designed to serve as a model for teachers in developing similar or related activities.

Miriam Williford
Winthrop College

DOROTHY SANDUSKY uses rhymes and songs that she learned in Mexico as a child in order to help Spanish students acquire new vocabulary, pronunciation skill, and rhythm. Here, she presents some of these with explanations as to how they might be used.

EL CHORRITO - A CRI CRI SONG

Dorothy Sandusky

This song was written by the famous Mexican song writer Cri Cri. Loved by the 1st graders and easy to act out and design cards for.

El Chorrito	The Little Fountain
Había un chorrito	There was a little fountain
Se hacía grandote	It would make itself big
Se hacía chiquito	It would make itself small
Estaba de mal humor	It was in a bad mood
Pobre chorrito	Poor little fountain
Tenía calor.	It was hot.

Tengo Manita

A rhyme which is usually taught by mothers to toddlers. Ideal for 1st graders.

Tengo Manita	I have a Little Hand
Tengo manita	I have a little hand
No tengo manita	I don't have a little hand
Porque la tengo	because
Desconchabadita.	its messed up.

(desconchabadita: an expressive but nonsense word.)
The children turn their hands from right-side to up-side down.

Juan y Maria

A loose but rhythmical translation of Jack and Jill.

Juan y María

Juan y María
Subieron la colina
A traer
Una cubeta de agua
Juan se cayó
La cabeza se quebró
Y María lo siguió rodando.

This I do with puppets, the children follow with their hands.

These are games, rhymes and songs which I learned as a child in Mexico which I believe are still favorites. Unfortunately, I can't write music but will send it if I can find it or have it written.

Juan Pirulero	John the Flutist
Este es el juego	This is the game
de Juan Pirulero	of John the Flutist
Que cada quien	That each person
Atiende su juego	Attends their game

Instructions adapted for classroom teaching.

Each row is assigned an instrument: tambores, marimbas, acordiones, pianos, violines, guitarras, maracas, casta uelas, harmonicas.

Each row pretends they are playing their assigned instrument while Juan Pirulero (the teacher) plays the flute and sings the verse. At the end of the verse she switches instruments to one of those assigned. The row whose instrument has been chosen must then switch to the flute and sing back to the teacher. If one student doesn't switch or doesn't sing the verse back, the row is out and so on until one row is left.

dos y dos son cuatro: a jump rope song

For this song I had the students design their own cards, one per number.

dos y dos son cuatro	two and two are four
cuatro y dos son seis	four and two are six
seis y dos son ocho	six and two are eight
y ocho dieciseis	and eight sixteen
Brinca la reata,	Jump the rope
Yo ya la brinqué	I've already jumped it
Brinca la de nuevo	Jump it again
Yo ya me cansé	I'm tired

La Casa de Juan

A translation of the House That Jack Built. Tremendous for building rhythm and vocabulary.

La Casa de Juan

Esta es la casa de Juan
Este es el queso
Que estaba en la casa de Juan
Esta es la rata
Que comió el queso
Que estaba en la casa de Juan
Este es el gato
Que mató la rata
Que comió el queso
Que estaba en la casa de Juan
Este es el perro
Que mordió el gato
Que mató la rata
Que comió el queso
Que estaba en la casa de Juan
etc.

I have also taught the 1st through 4th graders clothing items, parts of the body and colors. I have taught them personal pronouns by using them as examples in order not to translate. From there they have learned verb conjugations with a minimum of effort. Ex: Donde estas tu? Yo estoy en clase. Donde esta Tomas? El esta en clase. Donde estoy yo? Usted esta en clase. Donde estan ustedes? Nosotros estamos en clase.

From this type exercise I build their vocabulary plus explain the differences of TO BE en Spanish. Ex: Yo soy americana, yo estoy en clase. Tu eres americano, tu estas en clase.

Signs and symbols may be used to create interest in the study of Latin American society and culture. STEPHANIE STIMAC and DORIS VINCENT use an approach with young children that appears to be inexpensive, enjoyable, and useful.

LASA KIT ACTIVITY

Stephanie Stimac
Doris Vincent

Materials Needed:

Liver lids (ask at meat department
package of 50 about $1.50)
Toothpicks
Straight Pins
Design -- Suggested book "Designs from Pre-Columbian Mexico" by Jorge Enciso Dover Pub., New York
Scissors
Baking Sheet
Timer (watch with second hand)
Color markers (waterproof type)
Oven (preferably with glass door)

Process

1) Pre-heat oven to 400°.
2) With the magic markers draw the design on a lid.
3) Cut off the edge of the lid (It can be left on if you get lids with the red edge--it will leave a red border).
4) With a pin make a small hole in the lid--slowly work in a toothpick--break the toothpick at both ends so it is short and does not hinder the shaping process.
5) Carefully place all lids on the cookie (baking) sheet. Be sure the toothpicks penetrate, but are straight.
6) Place in the oven for 2 minutes or less. The oven must be at the correct temperature. As you work the amount of time will vary. If you can observe the lids, take them out when completely flat.

   Lids will shrivel and curl first. Then they should become flat. Remove them immediately after they become flat. If you do not, they begin to curl again.

7) Let them cool--do not handle them.
8) Take out the toothpicks.
9) String, mount, etc. to obtain desired product.

Some possible products:

- Medallions
- Key Rings
- Rings
- Earrings
- Book Markers

GEORGIA KILPATRICK simulates life in an Ecuadorian market in order to help students acquire and practice language skills within a cultural context. Georgia suggests six steps that should also be applicable to other Latin American institutions.

AN ECUADOR MARKET

Georgia Kilpatrick

1. Choose an area of the classroom and erect booths (puestos).
2. Set up canopies with poles. (Use any materials sent in from home such as old sheets, burlap, etc. Be sure and check with school administration on construction.)
3. Make clothing, shoes, toys, food, and meats to be displayed in the market using papier-mache.
4. Write dialogs related to prices and bargaining.
5. Supply currency.
6. Paint a background scene to hang in back of the market place

Students then practice using the dialog written for them while engaging in market transactions as buyers and sellers. As a result, students practice the functional use of language skills.

MATHEW G. MARTY and FRANK WINSTEAD prepared the following bibliography of materials for use in middle and junior high schools.

Their concern was to identify sources that might be used to combat stereotypes that North Americans often hold toward children of Latin American descent.

BIBLIOGRAPHY FOR MIDDLE AND JUNIOR HIGH SCHOOL STUDENTS

Mathew G. Marty and Frank Winstead

FICTION

Agnew, Edith J. Treasures for Tomas. New York, Friendship. 1964.

The activities of a Protestant church in a community of Mexican-American farm workers function as a unique background for the plot. Prejudice against Mexican-Americans, unfair employment practices, and financial hardship are presented through incidents young children can understand.

Andrews, Dorothy W. Flaco. New York, Friendship. 1958.

The story of Flaco Lopez, of Oaxaca, Mexico, and the trials he and his family encounter in their new home in the colony.

Beckett, Hilary. My Brother Angel. New York, Dodd-Mead. 1971.

Carlos was left in charge of his younger brother, Angel, when his mother went to care for his sick grandmother. With the help of a neighbor Carlos manages, but not without some scary moments. Carlos learns what it's like to be a Mexican in a predominately Anglo world.

Behn, Harry. The Two Uncles of Pablo. Harcourt. 1959.

A description of how Pablo, a Mexican school boy, shows his maturity in dealing with his two uncles, one who is optimistic and makes many plans and promises, and the other who is pessimistic and writes sad poetry.

Bonham, Frank. Viva Chicano. New York, Dutton. 1970.

Kenny Duran eludes the police when he is falsely accused of pushing his brother out of a window. This adventure story is for readers above the age of eleven.

Brenner, Anita. The Boy Who Could Do Anything and Other Mexican Folk Tales. Scott, 1962.

A collection of 24 representative Mexican folk tales.

Bulla, Clyde Robert. Benito. New York. Crowell. 1961.

Through the eyes of Benito, the story reveals in simple terms his plight in poverty. Young children seven to ten should be able to identify with Benito and understand his responses to his problems.

Coatsworth, Elizabeth. The Noble Doll. Viking. 1961.

A young Mexican girl goes to live with an impoverished noblewoman, experiences the special delights of Christmas with her, and receives some news that removes all their worries.

Grace, Nancy B. Earrings for Celia. New York. Pantheon. 1970.

A poignant story of a little Mexican boy who is determined to keep his tiny family intact in the face of many misfortunes.

Summers, James. You Can't Make It By Bus. New York, Westminister. 1969.

Paul Guevara, a Mexican-American who "has it made," faces the dilemma of whether a Chicano has the right to be simply a high school boy or does his heritage demand that he make a stand for his people. This book holds appeal for students above the age of ten.

NON-FICTION

Franchere, Ruth. Cesar Chavez. New York. Crowell. 1970.

This is a forceful biography of the leader of the National Farm Workers Association. The story relates in simple language for readers of ages nine to eleven Chavez life as a child on his parents' farm in Arizona, his years in California as a migrant worker and his part in the struggle to improve working and living conditions of farm workers.

Gartler, Marion and George L. Hall. Understanding Your World Series - Mexico. Ludlaw. 1964.

A social science reader that discusses Mexico's geography, resources, industry.

Trevina, Elizabeth Bolton. Where The Heart Is. New York, Doubleday. 1962.

Her children have become teenagers and this account discusses their middle class life in Mexico City.

Joy, Charles. Young People of Mexico and Central America. Meredith. 1962.

A collection of stories written by young people concerning life in Mexico and the Central American countries.

Weiner, Sandra. Small Hands, Big Hands. New York, Pantheon. 1970.

Seven Mexican American migrant workers, ranging in age from 11-75 tell in their own words of their present lives and their hopes for the future. This is an honest, unstereotyped picture of people who must reap the harvest for a living but have little or nothing for themselves.

JULIA ROSA LOPEZ-EMSLIE developed a mini-simulation for use in Spanish classes or in bi-lingual educational settings. As written, it would be useful in second or third year Spanish classes. Translated, it could be used with first year students.

UNA DECISION IMPORTANTE

Julia Rosa Emslie

Yo, Concepción Lagunas, nací en la pequeña ciudad de Villahumada, que se encuentra en el estado de Chihuahua, México. Regresé hace una semana a Villahumada, la ciudad de mis antepasados, después de haber estudiado Administración de Negocios en la Universidad en la ciudad de México.

Al regresar encontré que Villahumada no ha cambiado mucho y que mi familia tampoco ha cambiado mucho. Mi mamá sigue dedicándose al trabajo de la casa. Mi papá sigue trabajando en la agricultura.

En la Universidad tuve experiencias diferentes a las que hay en Villahumada. La ciudad de México, como ciudad grande que es, tiene muchas cosas que ver y que hacer. También vi que había muchas oportunidades para trabajar. Pero decidí regresar a Villahumada a buscar trabajo para estar cerca de mi familia.

Después de buscar trabajo varios días encontré que las oportunidades en Villahumada no son tan buenas como la Ciudad de México.

Qué debo hacer?

HOJA DE DECISIÓN INDIVIDUAL

Instrucciones: De la listra que sigue, tu como Concepción, tienes que escoger la decisión que tu creas es la mejor decisión:

_____ Llever a tu familia a vivir a la ciudad de México.

_____ Quedarte con tu familia y trabajar en Villahumada.

_____ Dejar a tu familia e irte a trabajar a la ciudad de México.

_____ Quedarte con tu familia y no trabajar.

Cómo podrías explicar tu decisión?

_____

_____

_____

Mi decisión es le mejor porque.....

_____

_____

_____

Valores Dentro de la Familia Mexicana

Objectivo: Mostrar los valores que tienen en común varias familias mexicanas

Materiales: Transparencias con tres familias diferentes, hojas de decisión para ser usadas individualmente, mapa de México

Información dada al estudiante previamente relacionada con la familia mexicana:

1. Datos sobre la supremacía de la figura paternal y la consecuente sumisión de la figura maternal.
2. La educación estricta y la obediencia de los hijos
3. Las personas envueltas en el término de la familia
4. Adherencia hacia las tradiciones

Además el vocabulario para la comprensión de la narración y los datos geográficos sobre las dos ciudades.

Para Empezar Una Discusión

Usar cada una de las familias para responder a las preguntas siguientes:

1. Dónde se encuentran y cómo son las ciudades de Villahumada y Mexico?

2. Quién es Concepción?

3. Cuáles creen ustedes que son los quehaceres de la mamá de Concepción?

4. Cuál creen ustedes que es el trabajo que desempena el papá de Concepción en la agricultura?

5. Cómo creen ustedes que Concepción llegó a estudiar a la Universidad de México?

6. Creen ustedes que podría existir la misma situación en cualquier familia mexicana?

7. Creen ustedes que podría existir esta misma situación en una familia de los Estados Unidos?

8. De acuerdo con cada una de las decisiones, cuál creen ustedes que sería el efecto de dicha decisión sobre el concepto de la familia mexicana?

Bibliografía

Aguilar, La Familia, Colección el Globo de Colores:Libros para México. 1966.

Carrillo- Berón, Carmen, "Traditional Family Ideology in Relation to Locus of Control: A Comparison of Chicano, (Mexican) and Anglo Women" R and E Research Associates, Saratoga, California. 1974.

Casteel, Doyle, et al, The Welcome Mat, University of Florida; Gainesville, Florida. 1975.

Johnson, Allan Griswald, "Modernization and Social Change: Attitudes toward Women's Roles in Mexico City", Ann Arbor, Michigan, University of Michigan. 1972.

Moore, Brian Edward Arthur, "Some Working Women in Mexico City: Traditionalists and Modernists" St. Louis, Washington University. 1970.

Rudolph, Orville and Evelyn, Mexico and Central America, Hayes School Pub. Co. Wilkinsburg, Pa. 1960.

JUDY MYERS uses five visuals to introduce Spanish vowels within a context to which North American students can relate.

Masters from which five overhead transparencies may be made were prepared by Judy.

aaa

Uuu

JERRY BOWER has developed a mini-simulation for the use of community college students. However, it should also be useful to high school teachers of social studies and Spanish.

This teaching device is designed to be used during a discussion of the political decision which faced the former Spanish colonies upon the achievement of their independence. That question, which is the title for the entire topic, is: "Which Form of Government: Monarchy or Republic?" Prior to using the "biography" the class will have defined and discussed the concepts--monarchy and republic. The students will also have confronted the "need for a decision," the issue could not be avoided. The "biography" will provide the students with information about the life of a Caracas creole who must make a decision; after reading the "biography" the students are asked to assume the role of Francisco and respond to the questions raised.

FRANCISCO DE LOPEZ Y MENDOZA (1780-1835)
A FICTITIOUS BIOGRAPHY

Jerry L. Bower

Francisco de Lopez y Mendoza was born in Caracas, Venezuela. His parents were peninsulares. His father served for many years as a member of the Caracas audiencia. When he retired, his father had been rewarded by the King with the gift of a large tract of land near Caracas. Before his death, Francisco's father had developed the land into a prosperous hacienda and he had entered into a partnership with a Caracas merchant to import and export various products. When Señor Lopez died Francisco inherited the entire estate since he was the only son.

Naturally, Francisco received the best education European universities could offer. He studied in Spain, France and England. He travelled extensively, even visiting the United States for a few months. During his studies Francisco was intrigued with the philosophy of the Enlightenment. He especially enjoyed reading the political philosophers, e.g. John Locke and Montesquieu. He agreed with their common premise that the form of government should be determined by the people of a nation on the basis that the form chosen should serve and promote the people's interests.

While in the United States Francisco acquainted himself with the political philosophy of Thomas Jefferson.

Francisco returned to Caracas in 1805 and resumed management of his extensive agricultural and commercial interests. The following year Francisco was appointed by the King captain of the regiment stationed in Caracas. Although Francisco was grateful to receive the honor, he would have preferred an appointment to the political office because he believed he could better further his interests in that capacity. But, he noted with disgust, those positions went to the peninsulares--tradition must be served!

In May 1810 a major crisis occurred. Communications arrived in Caracas from the Junta of Seville directing the Caracas cabildo (town council) to place itself under the authority of the Junta. The next evening a meeting of the cabildo abierto was held. (The cabildo abierto was an "open town meeting" which all adult male residents could attend, its decisions were advisory only to the regular cabildo.) At the meeting it was decided that Caracas would not accept the directive of the Junta of Seville, instead Caracas would establish its own junta (council) to "rule in the name of Ferdinand VII, King of Spain" who was at the time a prisoner of Napoleon Bonaparte. Francisco entirely approved of the decision since it rested upon the Spanish

legal tradition that the Spanish colonies were the personal property of the Spanish monarch and not the property of the Spanish nation. Francisco was elected to the junta.

The Junta of Seville reacted by sending a fleet of ships and several army regiments to Venezuela to enforce its authority. Francisco commanded a small band, about 200 men, of creoles, mestizos and a few Indians in several indicisive clashes with the Spaniards. During the long intervals between military engagements, Francisco continued to manage his commercial affairs which he discovered, to his delight, expanded considerably since Venezuela had declared its ports open to "free trade". This action, of course, meant that Francisco and the other merchants no longer were constrained to obey the mercantile rules of Spain.

Finally, in 1821, Simon Bolivar led a combined army of Venezuelans and Colombians to victory over the Spanish. Both colonies were independent. After a few days of total exhilaration, vented in numerous fiestas, Francisco realized that a very serious decision must be made. Venezuela would have to decide which form of government--monarchy or republic--it would adopt. As a member of the junta, Francisco must make up his mind.

Thoughts raced through his mind. Perhaps he should give his support to the monarchists. He remembered the reward his father had received from the King which was the foundation of his own considerable wealth; he recalled the pride he felt upon his appointment as a captain in the Spanish army. He greatly admired Simon Bolivar, fellow native of Caracas and revolutionary hero, who had written several convincing arguments urging the adoption of a constitutional monarchy. Bolivar believed the populace was not prepared to operate effectively a republican government and that the people were accustomed to a monarchial system.

But. Francisco's mind flashed back to the carefree days at the universities in Europe where he had absorbed the political philosophy of the Enlightenment. His travels in the United States--and how he had admired the republican government of that nation--were vividly recalled. As he turned back to his account books, Francisco also reflected upon how much his commercial business had improved when freed from royal control.

The time had arrived. Francisco left his house, stepped up into the carriage and ordered his driver to take him to the town hall for the junta meeting.

Instructions: You are Francisco de Lopez y Mendoza and you are at the junta meeting. Each junta member is asked to record their vote for monarchy or republic, and to give their reasons for their vote.

1. How will you (Francisco) vote--for a monarchy or a republic?

2. Why will you (Francisco) vote that way? (What reasons can you elicit from the biography?)

BARBARA KANTZ has developed an activity that focuses on the conflict between a young man's desire to stay in school in North America and his responsibilities to his father and his Latin American culture. Students should first study the situation. Then they should write answers to the two questions. Finally, students should be allowed to share their individual reactions.

This activity should be useful in senior high school social studies and Spanish courses, especially to focus attention on the importance of the Latin American family.

DOMESTIC CONCERNS

Barbara Kantz

Eliseo, a 21 year old Colombian, has been accepted to the graduate program in history at SUNY Stony Brook. His family is very proud of his opportunity to study abroad. He arrives in New York and is introduced to the other graduate students at a welcome cocktail party. He meets a woman from New York, and begins dating her.

The following Saturday he receives a special delivery letter from his novia in Colombia with the news that she is pregnant. She is planning to tell her family that they will marry immediately upon his return. He writes that although he loves her, he cannot give up this opportunity to go to school, and the wedding will have to wait.

The next week he receives two phone calls: the first from the father of his novia who demands Eliseo return at once to marry his daughter and save the family name. The other caller is his own father, who requests Eliseo to return in order for them to discuss the situation.

Eliseo experiences conflict. He wants to continue his education. He does not want to violate the request of his father.

Pretend that you are Eliseo. What would you do?

As Eliseo, would you argue that you have made the best decision?

Groups of students are frequently taken to Mexico for study and cultural immersion. The following bibliography was developed for use with students who are preparing to go to Mexico for study by JACYRA ABREU, LEONOR ANDRADE, JERRY BOWER, CARLOS FLORES, JIM GRAY, JAMES HENDERSON, CARMEN LYDELL, JUDY MYERS, RAUL NORIEGA, DOROTHY SANDUSKY, and LOUIS TRAHAN.

MEXICO: A SHORT BILIOGRAPHY FOR TRAVELLERS

Jacyra Abreu, Leonor Andrade, Jerry Bower,
Carlos Flores, Jim Gray, James Henderson,
Carmen Lydell, Judy Myers, Raul Noriega,
Dorothy Sandusky and Louis Trahan

I. GUIDES AND HANDBOOKS

1. Brosnshan, Tom. Mexico and Guatemala on $5 and $10 a Day. By Tom Brosnshan, assisted by Janet Kretchman. New York, Arthur Frummer. 1975. 311 pp.

   A good guidebook covering basic information as to getting along in Mexico. Includes information on varieties of transportation with the accompanying difficulties; auto repair facilities; prices; banking information, shipping regulations, etc. Includes a selection of street maps of major Mexican cities.

2. Franz, Carl. The Peoples Guide to Mexico. Santa Fe, New Mexico, John Muir Publications. 1975. 380 pp.

   A recent guide to Mexico containing the usual information; but also offers hints showing the tourist how to find out things on his own. The book also attempts to lessen the impact on the traveler and to show him "as calmly as possible," how to accept what he sees and experiences in a strange place.

3. Norman, James and Schmidt, Margaret Fox. A Shoppers Guide to Mexico. Where, What and How to Buy. Revised and updated. Garden City, New York, Doubleday. c1973. 272 pp.

   An exposition on the wide range of Mexican crafts, with information to help the reader find the best that Mexican artisans have produced. The handicrafts of each region, town by town are given, noting individual artisans and their works. Sections are included on how to develop judgement in judging and evaluating craftsmanship and tips on the art of haggling.

4. Pan American Union. Motoring in Mexico. 18th ed. Washington, D.C. 1969. 57 pp.

   Not intended as a general guide, the authors have attempted to impart information on the major road systems in Mexico. Main trunk highways are included as are other highways the tourist is likely to use when travelling in Mexico. Clear and concise maps are provided.

5. Vakar, Anna. Is the Altitude Getting You? Mid-Altitude Affects on People and Things. Galisteo, New Mexico, Arey Enterprises. 1973. 23 pp.

   The booklet discusses problems affecting car performance, packages, furniture, wood and stringed instruments--problems stemming from increased altitude.

II. POLITICS AND ECONOMICS

1. Chilcote, Ronald H. and Edelstein, Joel C., Editors. Latin America: The Struggle with Dependency and Beyond. Cambridge, Mass., Schenkman Publishing Co., 1974.

   Of particular interest is the chapter on "Mexico," by James Cockcroft. (pp. 222-305). The chapter is an authoritative and concise account of the entire history of Mexico in terms of the process of its underdevelopment, class structure and relationship to other parts of the world. It is helpful in understanding Mexico's problems of today, its condition of limited development and prolonged underdevelopment.

2. Kansen, Roger D. The Politics on Mexican Development. Baltimore, Md., Johns Hopkins Press. 1971. 267 pp.

   Kansen attempts to compare Mexican politics under Porfirio Diaz, with the political activity of the present. He demonstrates that the goals, values, political machinery and policies of the men who rule Mexico today can best be understood in terms of the 19th century mestizo heritage which conceived politics as an avenue to economic morality and personal power. Useful for an

understanding of motivational forces behind present day Mexican political reality.

3. Padgett, L. Vincent. The Mexican Political System. Boston, Houghton, Mifflin. 1966. 244 pp.

   A work which tries to explain the Mexican political system in terms of the following aspects: heroes and events which legitimatize the system; a dominant "official" party; special interest groups; a strong chief executive, and a series of policies for bringing greater material and psychic rewards to the people. Designed for college use, the survey is a good survey of political reality in Mexico.

4. Reynolds, Clark W. The Mexican Economy; Twentieth Century Structure and Growth. New Haven, Yale University Press. 1970. 468 pp.

   This work is primarily a scholarly monograph attempting to trace 20th century economic development in Mexico. Reynolds tries to indicate why a measurement of the process of exchange of goods and services is an important first step in the examination of social welfare achieved, opportunities foregone, and prospects for the future.

5. Sierra, Justo. The Political Evolution of the Mexican People. Translated by Charles Ramsdell. Austin, University of Texas Press. 1970.

   A classic in the field, Sierra views his country's history as an evolutionary process, and with this in mind has compiled an account of the Mexican people from the indigenous past to the present period of the second regime of Porfirio Diaz. The book is notable for its frankness and objectivity. An excellent introduction and prologue puts the work in proper perspective.

III. HISTORY AND CULTURE

1. Brushwood, John S. Mexico In Its Novel: A Nation's Search for Identity. Austin, University of Texas Press. 1966.

The author examines the life of a novel as a literary form against the background of Mexican chronology. The novel is viewed as a cultural phenomenon, an outgrowth of a nation's search for identity. The book is written with the non-specialist in mind, and should aid the reader in understanding certain facets of Mexican culture as exemplified in the Mexican novel.

2. Cumberland, Charles. Mexico, the Struggle for Modernity. New York, Oxford University Press. 1968. 294 pp.

Cumberland has attempted to summarize in one volume the complex history of the Mexican nation. Although the work is basically an economic history, the author has not neglected social and political factors. The style is clear; concise and authoritative. One of the best history's (in English) available. The twenty-one page bibliographic essay provided is especially valuable.

3. Ewing, Russell C. Editor. Six Faces of Mexico; History, People, Geography, Government, Economy, Literature and Art. Tuscon, University of Arizona Press. 1967. 320 pp.

Useful and comprehensive, the various contributors have utilized a combination of maps, photographs, tables and drawings to illustrate their general survey of the country of Mexico. As the title indicates, the book tries to cover topics, the understanding of which is essential to a knowledge of Mexico.

4. Fernandez, Justino. A Guide To Mexican Art; from Its Beginning to the Present. Translated by Joshua C. Taylor. Chicago, University of Chicago Press. 1969. 398 pp.

Justino Fernandez, a professor of art history, discusses the development of the art and architecture in Mexico. His work is based mainly on an analysis of works to be found in museums and public buildings accessible to the tourist. Fernandez divides the development of Mexican art into four periods: ancient indigenous art;

the art of New Spain, modern art, and contemporary art. The writing is clear, and stands as a good introduction to the arts of Mexico.

5. Paz, Octavio. Labyrinth of Solitude; Life and Thought in Mexico. Translated by Lysander Kemp. New York, Grove Press, 1962.

   This work is said to represent the most significant and original essay in recent times on the personality and history of the Mexican. Paz gives the reader poetic and personal thoughts on the motivation, symbolization and aspirations of the Mexicans. The work possesses thought provocative insights on the Mexican's historical evolution, culminating with the exposition of his nature through the avenue of his culture expression.

6. Ramos, Samuel. Profile of Man and Culture. Translated by Peter G. Earle. Austin, University of Texas Press. 1962.

   A philosophical and psychological study of the Mexican mind and a suggestion of how Mexican culture can form a harmonious pattern with the rest of the world. Placing his emphasis on the culture and history of Mexico, Romas not only informs the reader about the Mexican mind, but perhaps what is most important about himself. A fascinating work which truly transcends national boundaries.

7. Romanell, Patrick. The Making of the Mexican Mind. Lincoln, University of Nebraska Press. 1952.

   Written with what might be called a light hand, Romanell gives the reader a history of philosophy and philosophical schools in Mexico. Perhaps it is most interesting when Anglo-American thought is contrasted with Ibero-American thought, and the reader is forced to reflect. What better recommendation? Romanell also gives a rundown on "latest" trends in Mexican thought.

8. Wolf, Eric Robert. Sons of the Shaking Earth. Chicago, University of Chicago Press. 1959. 302 pp.

Considered a standard in the field, Wolf examines the geography of middle America, the biology of the inhabitants, the multiplicity of languages, the expansion of its culture and "the altered rhythms of its growth after the impact for foreign conquest." Written from an anthropological point of view, Wolf has presented precise and well considered analysis of the Central American world. It is worthwhile for both layman and specialist alike.

IV. LIVING IN MEXICO

1. Reed, William and Malton, William C., Jr. The Art of Living in Mexico. Los Angeles, Wilkie Publishing Co. c1974. 324 pp.

   One of the few books available for Americans who plan to live in Mexico; the works present valuable information for the prospective immigrant. Points covered include: selecting a place to live; investment opportunities, with accompanying data on stability factors, bonds, time deposit certificates; and data on various facets of real estate. The purpose of the book is to provide a realistic picture of what a potential resident can expect to encounter.

2. Royo, Ruth, editor. Anglo-American Directory of Mexico. D.F. 1975.

   This directory consists of three parts. Portone lists governmental departments, embassies, consulates, and diplomatic corps. Part two consists of the Federal District directory of names, states and territories; while part three is the classified section. Useful to Americans in Mexico.

3. Schön, O. Americans Under Mexican Law. Mexico, D.F., Ammex Associados, S.A. 1971.

   A broad study of many legal problems the foreigner can frequently encounter. The format is in question and answer form, attempting to answer every conceivable question on immigration law and similar legal questions.

4. Wise, S. Invest and Retire in Mexico. Mexico, D.F., Distribuidora de Impresos, S.A. 1973.

Useful book on the specialty of investment explaining opportunities and restrictions. The author is the Mexican correspondent of the Wall Street Journal.

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